

Inspection of Tiny Tots Bradford Ltd

72 Thornton Road, Bradford BD1 2DG

Inspection date: 20 January 2020

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised through staff's lack of understanding of safeguarding, including child protection issues and the setting's own safeguarding policies. Staff's inability to identify the signs that indicate a child may be at risk from harm and to report concerns quickly, means children are not protected. Despite supervision sessions being in place, they are ineffective. Staff are not clear in their roles and responsibilities. The manager does not ensure staff's training is implemented effectively within the setting. Children's emotional well-being is not promoted because the key-person system is ineffective. Children's play and learning are not supported well because staff do not know what children can already do and what they need to learn next. Despite a suitable range of activities being available, children do not engage in challenging and purposeful play. Learning activities are not tailored to meet children's individual needs. Children are bored and become disinterested in their play. They do not behave well and are not given consistent boundaries to help them manage their own behaviour. Parents comment that their children do not make good progress and become stagnant in their learning. Children have a suitable range of opportunities to participate in physical activities. They learn to balance when they take part in simple obstacle courses. Children make healthy choices during mealtimes. This helps them to learn the importance of following a healthy lifestyle.

What does the early years setting do well and what does it need to do better?

- Parents are not aware of who their child's key person is. They state that they are concerned that their children are not provided with enough challenge in their play. Parents comment that they feel their children do not make good progress. This demonstrates that partnerships with parents are not effective.
- Despite resources, including props and displays, that help children to recognise emotions, staff do not address significantly disruptive behaviours well. For example, staff move children into other rooms of the nursery when their behaviour becomes too challenging instead of giving them clear guidance. This does not help to promote children's emotional well-being.
- Children have a suitable range of resources to make independent choices in their learning. However, leaders do not implement an effective curriculum that is designed to cater for children's individual learning needs. For example, staff focus too heavily on themed planning and topic ideas. Children are not offered a good level of challenge. Staff, on occasions, do not provide good interactions or choose the most appropriate teaching methods to help children engage well in their learning.
- Children are provided with suitable opportunities to develop an awareness of other cultures and traditions that are different to their own. They learn about the importance of harvest from around the world, including a South Indian Hindu

harvest festival called Pongal.

- Leaders fail to embed the setting's safeguarding policy and procedures. They do not report concerns about children's safety to the relevant authorities in a timely manner. This poses significant risk to children. In addition, leaders do not ensure that staff fully understand the setting's safeguarding policies.
- Children participate in suitable activities that support early literacy. They learn to form recognisable letters when making marks with their fingers in trays of salt. In addition, children use paints when creating pictures on an easel. Young children and babies use crayons to make their marks on paper. This helps to suitably promote their early writing skills.
- Children join in with action rhymes and songs. They show an interest in story books and listen while staff read familiar stories. Children talk about what they can see happening. This helps to adequately support children's communication skills.
- Children demonstrate suitable mathematical skills. They learn to count as they build towers using wooden blocks. Children learn to recognise numbers during sorting and matching games. In addition, they recognise how much pretend food they need during role-play games.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not ensure staff fully understand the setting's safeguarding policy. Despite procedures being in place, some staff do not demonstrate how to recognise concerns about the welfare of a child. Staff are not aware of the procedure to follow in the event of a concern about people being drawn into terrorism. Leaders do not respond quickly to concerns about children's well-being. They do not report serious concerns to the relevant authorities at the earliest opportunity. This puts children at significant risk of harm.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
develop observations and assessments of children's learning and use this information to accurately identify what children need to learn next	07/02/2020
plan activities that help to promote children's interests and engage them in appropriately challenging activities	07/02/2020

improve supervision sessions that help to identify training needs and support all staff to fully understand their roles and responsibilities	07/02/2020
implement a key-person policy that helps to build effective partnerships with parents and promotes children's individual needs	07/02/2020
ensure that staff receive appropriate training on the setting's safeguarding policy and wider safeguarding issues, to help promote children's safety and well-being	07/02/2020
ensure all concerns regarding children's safety and well-being are reported to appropriate agencies in a timely manner	07/02/2020
provide consistent strategies when dealing with challenging behaviours and help children to recognise how their behaviours impact on others	07/02/2020
provide parents with information about who their child's key person is and how they intend to support children's learning and development needs.	07/02/2020

Setting details

Unique reference number	EY470415
Local authority	Bradford
Inspection number	10059217
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	41
Number of children on roll	26
Name of registered person	Tiny Tots Bradford Limited
Registered person unique reference number	RP532189
Telephone number	01274743825
Date of previous inspection	3 November 2014

Information about this early years setting

Tiny Tots Bradford Ltd registered in 2013 and is located in Bradford, West Yorkshire. The nursery employs eight members of childcare staff. Of these, one holds an early years qualification at level 2, five hold level 3, one holds level 5 and one holds qualified teacher status. The nursery opens from Monday to Friday, all year around. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Emma Allison

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working on the premises.
- The inspector spoke to children during the inspection.
- The inspector spoke to parents during the inspection and took their views into account.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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